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ABSTRACT

The guide presents concepts and approaches to prevention of alcohol and other drug (AOD) abuse among college students, focusing on the role of faculty in prevention efforts. Sections discuss why faculty should get involved, the impact of AOD abuse on academic performance, the rationale for taking an environmental approach to prevention, helping students who are experiencing problems, motivating faculty interest in prevention, ways in which academic departments can support prevention, active learning opportunities through service learning, and using academics to generate student involvement in prevention efforts. Lists of publications, organizations, and relevant World Wide Web sites that can be used as further resources are appended. (MSE)

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Faculty and Prevention

Making the Link

Barbara E. Ryan / William DeJong, Ph.D.

A publication of the Higher Education Center
for Alcohol and Other Drug Prevention
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Faculty and Prevention

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Preface

The Higher Education Center for Alcohol and Other Drug Prevention was established by the U.S. Department of Education in 1993 to assist institutions of higher education in developing and carrying out alcohol and other drug (AOD) prevention programs that will promote campus and community safety and help nurture students' academic and social development.

To accomplish this mission, the Center seeks to increase the capacity of postsecondary schools to develop, implement, and evaluate programs and policies that are built around environmental management strategies. Environmental management means moving beyond general awareness and other education programs to identify and change those factors in the physical, social, legal, and economic environment that promote or abet alcohol and other drug problems.

Clearly, stemming the use of alcohol and other drugs is not something that college administrators alone can achieve. Top administrators, especially presidents, must exercise leadership, but their success will depend ultimately on their ability to build a strong coalition of both on-campus and community interests. The better AOD prevention programs are campuswide efforts that involve as many parts of the college as possible, including students, staff, and faculty. For this reason, the Center emphasizes team-focused training and technical assistance work.

Building coalitions with local community leaders is also key. College campuses do not exist in isolation. AOD prevention planners need to collaborate with local leaders to limit student access to alcohol, prevent intoxication, and support the efforts of local law enforcement. The Center therefore seeks to motivate and train academic leaders to work with local community representatives, while also joining with national organizations that urge local coalitions to increase their outreach to academic institutions.

Specific Center objectives include promoting (1) college presidential leadership on AOD issues; (2) formation of AOD task forces that include community representation; (3) reform of campus AOD policies and programs; (4) a broad reexamination of campus conditions, including academic standards and requirements, the campus infrastructure, and the academic calendar; (5) formation of campus-community coalitions that focus on environmental change strategies; and (6) the participation of individuals from the higher education community in state-level and other associations that focus on public policy. The Center also seeks to increase the capacity of colleges and universities to conduct ongoing process and outcome evaluations of AOD prevention activities, both on campus and in the surrounding community.

This publication represents one piece in a comprehensive approach to AOD prevention at institutions of higher education. The concepts and approaches it describes should be viewed in the broader context of prevention theory and the approaches affirmed by the U.S. Department of Education and promoted by the Center in its training, technical assistance, publication, and evaluation activities.

For information on Center services, please contact:

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Introduction

"The universities that will be successful in the next century will be those that place the student experience at the heart of their mission and that become genuinely engaged with their communities . . ."
—Judith A. Ramaley, president of Portland State University

As parents struggle to pay ever-increasing college tuition bills and as higher education critics challenge the true value of what college students are taught, public pressure is mounting for institutions of higher education to cut costs, increase faculty productivity, and improve the quality of the academic curriculum.[1] In response, college officials are scrutinizing what they do and how they do it. Truly, reformation of higher education is under way.

However, institutions of higher education (IHEs) cannot fully achieve their educational mission unless they also take steps to establish an environment that discourages student alcohol and other drug (AOD) use. A stream of bad news about problems related to the alcohol and other drug use of college students—from poor academic performance and uncivil behavior to violence, injury, and even death—makes it clear that more needs to be done to provide students with collegial, scholarly, and safe environments conducive to achieving their education goals.

The purpose of this guide is to describe how faculty can be enlisted to participate in comprehensive AOD prevention initiatives. Faculty involvement in prevention is key. Students come and go. So do IHE administrators. But faculty, especially those with tenure, have continuity on campus over the years. Recognizing the importance of faculty, AOD coordinators on campuses across the United States have discovered ways to identify and approach faculty members to engage their interest and have collaborated with them in developing prevention activities that can make a difference in the community. This publication summarizes lessons learned from those experiences.

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". . . drugs were clearly on my students' minds. This is a complex subject, open to clarification using the intellectual tools that one develops from the study of literature and culture over all. The students wanted to get a larger perspective on drugs. They wanted it from me."
—Mark Edmundson, professor of English at the University of Virginia[1]

Why Should Faculty Get Involved?

Teaching faculty at colleges and universities have unique opportunities to influence campus health and safety through their involvement in alcohol and other drug prevention. Faculty can exercise leadership through a combination of curriculum reform, the application of interdisciplinary approaches to prevention, and collaboration with student affairs professionals.

Alcohol and other drug problems constitute a major challenge for colleges and universities. This point was highlighted in the *Ninth Special Report to the U.S. Congress on Alcohol and Health*, which was released in mid-1997 by the U.S. Department of Health and Human Services.[3] Recent studies have indicated that more than four in ten U.S. college students can be classified as binge drinkers. Binge drinking is generally defined for men as the consumption of five or more alcoholic beverages at one sitting during the past two weeks, four or more for women.[4]

Despite these statistics, some faculty are reluctant to embrace prevention. Their reasons are well known—pressures from their academic duties; their immersion in what may seem to be unrelated academic specialties; the belief that such matters are not their responsibility. To counter this reluctance, faculty can be reminded that alcohol and other drug prevention work is vital to their success as teachers.

A focus on faculty makes good sense. Tenured faculty and alumni are the two power sources to be reckoned with. Students graduate in four or five years, and top college administrators seem to be constantly on the move. Faculty have enormous institutional power, and with that, of course, comes institutional responsibility.

There are a number of ways by which faculty can wield institutional influence to enhance students' health and safety, all of which are compatible with their roles as teachers and researchers:

- Speak out as advocates for change and for greater attention to AOD prevention.
- Participate on task forces and panels to review admissions criteria, graduation requirements, policies regarding alcohol advertising on campus, and other issues.
- Develop new course work that enables students to learn about alcohol and other drugs, including prevention, in the context of courses that meet the students' normal academic requirements.
- Set norms and expectations for student behavior.

Asking Faculty to Speak Out

In a letter kicking off the 1997–98 academic year, the president of the University of Rhode Island urged faculty members and administrators to speak out on the topic of alcohol and other drug use and to make it clear to students that the abuse of alcohol is not simply some rite of passage to be tolerated on campus.

UNIVERSITY OF
RHODE ISLAND

September 1, 1997

Colleagues:

The new semester is about to begin, and the Class of 2001 will begin moving in today. It is an exciting class, about 200 students larger than last year, with average SAT scores that are up some 12 or 13 points. It will also have the most racial and ethnic diversity we have yet seen in Kingston. You have all worked hard to bring in this class, and I congratulate you. Despite the challenges at URI with which we are all too familiar, these students and their families saw the strengths of the University and made their decisions accordingly.

These first few weeks are obviously very important in setting the standards we expect these students to meet and in setting the tone of campus community life. This is a class which expects to be challenged, and I urge you to begin the semester in a way that provides that challenge. The research on student learning is clear that high expectations by faculty and a corresponding student commitment of "time on task" are essential, as are having students actively involved in the learning process and connected in meaningful ways to faculty in and out of class.

It is also during these first few weeks that local social norms are established. Among the most significant of these is the perceived norm regarding the use and abuse of alcohol and other substances. Alcohol abuse by students, especially binge drinking, is one of the most difficult problems on college campuses around the nation. It is also a sufficient condition for most sexual assaults and fighting. Despite recent progress at URI in nudging the norm of student behavior in the right direction, we can expect to continue to see such abuse in the incoming class.

Again, the research is clear that the most progress is made in dealing with this problem when it is treated as a matter of "environment," rather than as an individual matter (although individuals still must be held accountable for their own behavior). We need your help in making clear to students that the abuse of alcohol is not simply some rite of passage we will tolerate. You can do that by speaking out on the subject, and I hope you will do that. You have far more influence than you might imagine! You can also help by articulating your high expectations for work completed in these first few weeks and by not accepting excuses for work not completed on a timely basis because of partying. We have made real progress in changing the notion that the work week is over on Thursday night, but you can reinforce that by assuring that students have assignments that carry through Friday and require their attention to academics during at least some part of the weekend. Group work, for example, can often help keep them focused and provide a positive social interaction at the same time.

In short, let's use these first few weeks of the new semester to affirm the culture for learning to which we are committed. The entering class is strong evidence of the commitment of this outstanding faculty to our students, and we need to work together to ensure that they get off on the right foot, have a successful year and return to us in the fall of 1998 with as little attrition as possible. Thank you.

Robert L. Carothers, President

- Reform the academic calendar and revise academic requirements in order to keep students focused on their studies.
- Supervise service learning activities, either as course requirements or as extracurricular events.
- Conduct research that can be used to inform campus policy development.
- Serve as advisors (and role models) for students.
- Identify students who may be in trouble with alcohol and other drugs and refer them for intervention and possible treatment.

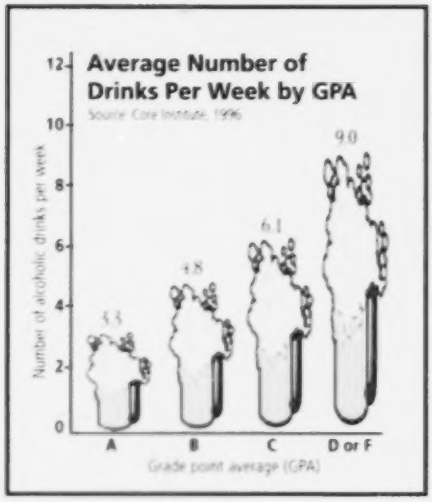
The role that faculty can play in prevention has been largely untried and untested. In the fields of public health and medicine, physicians, nurses, and lawyers have contributed to great changes in smoking behavior and injury prevention. People working in these professions used their knowledge, status, and influence in the community to be advocates for change. Faculty members can play a similar role. They, more than many others on campus, can see the impact of AOD use on students' academic performance. They, more than many others on campus, have the power to demand that policies and practices change.

Impact of AOD Use on Academic Performance

Academic administrators and faculty have little doubt that alcohol and other drug use has a damaging effect on academic performance. Efforts to retain students in college typically include programs to identify and intervene with students who are in trouble with alcohol and other drugs.

One national study showed that, at four-year institutions, college students with an "A" average consume 3.3 drinks per week, whereas students with a "D" or "F" average consume 9.0 drinks per week. At two-year institutions, "A" students consume 2.6 drinks per week, and "D" or "F" students consume 5.7 drinks per week. The same study showed that sizable percentages of college students also report having done poorly on a test or project or having missed class because of their alcohol or other drug use in the previous twelve months (see table 1).[5]

Another national study conducted at four-year colleges and universities by Henry Wechsler of the Harvard School of Public Health found that, since the beginning of the school year, nearly one-third of binge drinkers had missed class and 21 percent had fallen behind in their school work because of their drinking. Among frequent binge drinkers—students who had binged three or more



times in the previous two weeks—over 60 percent had missed class and 46 percent had fallen behind in school because of their drinking.[6]

It is not just those who use alcohol and other drugs who are affected by that use. The Harvard study found that, on campuses where more than half the students were classified as binge drinkers, 68 percent of non–binge drinkers reported that, since the beginning of the academic year, their studying or sleep had been interrupted because of other students' use of alcohol.[7]

Addressing this problem needs to be a priority. Students deserve to have a safe environment that is conducive to study and personal growth. Parents deserve to know that academic officials are exercising their responsibility to create a safe environment for their children. Taxpayers deserve to know that their money is being spent wisely and not being used to subsidize a four-year bacchanal.

Percentage of Students Reporting Consequences Resulting from Drug or Alcohol Use in the Previous Twelve Months

	Frequency of Consequence					
Consequence	**0**	**1**	**2**	**3–5**	**6–9**	**10+**
Performed Poorly on a Test or Project						
Two-Year Institutions (a)						
Males	70.2	10.7	7.5	6.8	1.8	3.1
Females	80.4	8.1	5.1	4.3	1.2	0.9
Four-Year Institutions (b)						
Males	74.4	10.5	6.2	5.5	1.7	1.7
Females	91.7	8.8	4.4	3.5	0.8	0.7
Missed a Class						
Two-Year Institutions (a)						
Males	69.9	7.9	7.3	7.4	2.9	4.7
Females	82.2	6.1	4.5	4.2	1.5	1.4
Four-Year Institutions (b)						
Males	65.1	8.2	8.1	9.4	3.5	5.8
Females	74.9	7.8	6.4	6.5	2.2	2.2

(a) N = 8,679; males = 3,767, females = 4,912

(b) N = 32,902; males = 13,781, females = 19,121

Table 1. Source: Presley, C. A.; Meilman P. W.; Cashin, J. R. (1996). *Alcohol and Drugs on American College Campuses: Use, Consequences, and Perceptions of the Campus Environment.* Carbondale, IL: The Core Institute, Southern Illinois University.

Environmental Approach to Prevention

Historically in the United States we have been accustomed to thinking about alcohol and other drugs as the problem of individuals who cannot resist temptation. People differ, of course, but there is no denying that individual behavior, including alcohol and other drug use, is profoundly influenced by social and physical environments, which we can take action to shape.

Institutions of higher education have relied on fall orientation and other educational programs to urge students to turn away from alcohol and drug abuse. Such programs are essential, but they are unlikely to have great impact on student drinking and drug use if the school and local community present an environment in which that behavior can flourish and is even encouraged.

A key part of the school environment concerns what a college does as an educational institution, which is the essence of faculty concerns. A school's self-examination can go well beyond a review of AOD policies and programs to look at changes in graduation requirements, the school calendar, class size, the role of faculty advisors, recreational options, and student housing—all with the purpose of determining how the college might better integrate its students into the intellectual life of the school, change student norms away from alcohol and other drug use, and make it easier to identify students in trouble with alcohol and other drugs.

Broader environmental efforts rely on involvement of the full campus community—including faculty—in coalitions to examine, understand, and respond to campus alcohol and other drug problems. That involvement includes open discussion on policy development and enforcement and on ways to influence the campus culture through various measures, from regulations governing alcohol availability to social marketing efforts to shape community norms.

Fully embracing the environmental perspective also means that school officials, including faculty, need to discuss with the local community how to reduce student misuse of alcohol in bars and restaurants near campus and how to eliminate illegal sales to minors. Colleges can accomplish little acting alone. Academic officials need to work in partnership with local neighborhood groups, prevention advocates, police, and local merchants to develop a comprehensive campus-community approach to this problem.

Helping Students Experiencing Problems

Faculty members are in a unique position to identify and help students who are experiencing problems related to alcohol and other drug use.

But few faculty members are schooled in identifying and responding to such problems. They just don't know what to do. Nevertheless, they can help in some simple ways that are consistent with their roles as faculty. And faculty should know they are not alone. College administrators and other staff members, such as those in health services, have a shared concern regarding the health and safety of students, and they can provide advice and support to faculty members who identify a student experiencing alcohol or other drug problems. In fact, many campuses have developed specific services and referral mechanisms aimed at getting students the help they need.

Faculty Member's Handbook: Strategies for Preventing Alcohol and Other Drug Problems (see Resources) describes some specific behaviors related to alcohol and other drug use that are common among college students:

- Ignoring or excusing behavior associated with alcohol and other drug problems. For example, alcohol use is frequently related to traffic violations and motor vehicle crashes, especially among young adults. Without jumping to conclusions, faculty members can listen with discernment to such explanations as "I didn't see the light change."
- Acting irresponsibly. Less dramatic indicators of potential problems include skipping class frequently, staying out of classroom discussions, and being consistently late in handing in assignments.
- Maintaining that there is no problem. Students may adopt this attitude in response to a perceived challenge. A direct challenge, because it virtually invites denial, is not an effective way to learn about problems with alcohol and other drugs. Even without confrontation, students may call attention to symptoms, such as missed classes, lethargy, mood swings, but attribute them to a "bug," the weather, or an allergy. In this way, they deny the real cause (alcohol or other drugs) and, at the same time, seem to be offering a clue that a problem exists.
- Making light of problems. This behavior is somewhat different from ignoring or excusing problems because alcohol or other drug use is partially acknowledged. But through humor, such

use is treated as temporary or as having no significance.

Once a faculty member suspects that a student has a problem, what should be done? First, faculty should decide if they are the person best suited to respond to the individual experiencing the problem. In some cases, the faculty member may not be the best person to talk with the student. In fact, faculty members can get involved by sharing their concerns with another individual—a counselor, colleague, alcohol and other drug program coordinator—who can then intervene with the student. Remember, the desired result is reduction of the harmful involvement with alcohol and other drugs.

If a faculty member decides to be the person who intervenes with the student, that intervention involves talking with the student to express both awareness of the behavior and problem and concern for the student's well-being.

Faculty Member's Handbook offers some basic steps to guide that discussion:

- Choose a time and a private place when the student is most receptive. Make sure he or she is not under the influence of alcohol or other drugs.
- Explain why you are talking with the person. This should be a statement that expresses your care and concern for the individual.
- Describe the behavior that you have observed, including specifics as to time and place.
- Express concern about the behavior and explain what consequences will occur if the behavior continues.
- Outline what changes are needed.

Faculty members who choose to intervene with a student experiencing problems need to be familiar with resources that can offer assistance in a meaningful way. But resources differ from campus to campus, and within communities. Identifying campus resources to respond to both individual and environmental problems related to alcohol and other drug use is an important first step for making changes on campus.

Campus and Community Resources

Alcohol and other drug problems are not new to American colleges and universities. Many campuses have developed sophisticated programs aimed at preventing alcohol and other drug problems and helping students, faculty, and staff who are experiencing personal problems with alcohol or other drug use. Other campuses have less comprehensive programs and fewer resources available. Some have to rely solely on community resources, such as community prevention programs or Alcoholics Anonymous, to respond to problems.

Faculty members routinely familiarize themselves with the academic resources on their campuses, such as laboratories and libraries. They can also identify resources available for alcohol and other drug prevention and intervention.

One ready way to identify campus resources is to read the biennial report prepared by all campuses that are required to comply with the Drug-Free Schools and Campuses Regulations [34 CFR Part 86]. Those regulations say that, as a condition of receiving funds or any other form of financial assistance under any federal program, an institution of higher education must certify that it has adopted and implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees.

Creating a program that complies with the regulations requires a college to

- prepare a written policy on alcohol and other drugs
- develop a sound method for distribution of the policy to every student and staff member each year
- prepare a biennial report on the effectiveness of its alcohol and other drug programs and the consistency of policy enforcement

The biennial report must provide a description of any drug and alcohol programs that are available to employees or students. And because federal regulations require updating and

submission of the report every two years, the report should include up-to-date information regarding the availability of programs and services.

Some campuses have an alcohol and other drug program charged with developing and overseeing prevention and intervention activities and services. Others have a designated alcohol and other drug program coordinator, who may be assigned only part-time to those duties and housed in a health or student services office. Still others may not have a named office or individual responsible for alcohol and other drug services, but nevertheless provide at least some resources to the campus to reduce alcohol and other drug problems. Offices to contact to learn about alcohol and other drug prevention and intervention resources on campus include dean of students, residence life, health services, counseling services, campus police, Greek advisors, and student affairs.

Community resources range from voluntary, self-help groups such as Alcoholics or Narcotics Anonymous to extensive systems of prevention, intervention, and treatment services. Campus offices may be able to provide information about community resources. If not, the Yellow Pages of the telephone book is a good place to start learning about community resources and programs. Most publicly funded programs are managed through public health or social service agencies, although private, nonprofit corporations may operate them. Some are operated through religious or charitable organizations.

Faculty members who familiarize themselves with campus and community resources are better equipped to both understand alcohol and other drug problems affecting their campus and participate in the solutions to those problems.

Sage Advice

For almost fifteen years, a sociology professor at the University of California, San Diego, served on an advisory board on alcohol issues to the county health department.

During his appointment he participated in the development of a large prevention and treatment service system, promoted public policy initiatives, and consulted with county staff, elected officials, and community members on how best to spend public funds to reduce alcohol problems. He took the opportunity to transfer an academic interest in alcohol problems to real-life situations.

The community benefited from his understanding of research on alcohol problem prevention as it applied to the development of a publicly funded service system.

Motivating Faculty Interest in Prevention

Faculty enjoy an enviable degree of control over the scope of their work and most take their teaching, research, and administrative duties seriously. Engaging faculty in alcohol and other drug prevention requires framing prevention work as a part of their other professional duties or as a natural extension of their intellectual interests.

Most faculty see themselves primarily as educators. Some define that role narrowly, thinking only of their time with students in the classroom or laboratory and do not believe that AOD prevention is their responsibility. Many others believe that it is.

Faculty concerns about AOD issues may be more widespread than many on campus realize. School officials can document the depth of concern by administering the Core Institute's Faculty and Staff Environmental Alcohol and Other Drug Survey, which asks about perceptions of the problem, awareness of the school's response, and personal commitment to prevention. Cooperation may be more forthcoming when faculty realize they are far from alone in their concerns.

Surveys routinely find that faculty members are interested in the welfare of their students and institutions, but that they may need to be encouraged to take action on that interest. In fact, recent findings from the Core Institute at Southern Illinois University at Carbondale show that relatively few faculty and staff at U.S. colleges and universities are currently involved in alcohol and other drug prevention. Yet, large numbers of faculty and staff believe that student AOD use is a problem, and many indicate a wish to become more involved in prevention efforts.

The Core Institute compiled data from 2,979 surveys completed during the 1995–96 academic year by faculty and staff from twenty-nine institutions of higher education. While this is not a nationally representative sample of faculty and staff, the findings suggest that large numbers of faculty and staff are ready to be part of a comprehensive prevention program.[8]

One of the respondents' principal concerns was the impact of AOD use on students: more than 90 percent said that AOD use negatively affects the overall quality of student life; 96 percent said that student academic performance is affected by AOD use; and 49 percent reported being personally aware of a student whose academic performance was affected by AOD use.

Even so, fewer than 20 percent of the faculty and staff respondents reported being actively involved in efforts to prevent alcohol and other drug use problems on campus. Just under one-third said they had provided information to students concern-

ing alcohol and other drugs, such as in a class or as an advisor.

But there is reason to be optimistic about greater faculty and staff involvement in the future. Ninety-four percent of the faculty and staff respondents said that institutions of higher education should be involved in alcohol and other drug prevention, and 44 percent said they wished to be involved in such efforts at their university.

The Core Institute's findings also underscore how important it is for academic officials to speak out on this subject. While more than 75 percent said they do not believe it is okay to get drunk, not even occasionally, only 33 percent said that this was also the most common attitude of the college community. And while almost 90 percent said that illicit drug use is never okay, fewer than 50 percent said that this was the most common attitude of the campus in general. The views expressed by faculty and staff regarding campus attitudes reflect the emerging finding that there is widespread misperception of actual student norms regarding alcohol and other drug use.[9] Faculty can help dispel those misperceptions by promulgating accurate information through research efforts and in course work.

On those campuses where the president has made AOD prevention a priority it is easier to identify faculty members who want to be involved. But even on these campuses it will be necessary to actively identify faculty whose teaching and research interests may touch on alcohol and other drug issues and to make the case that they should undertake prevention work as part of their job as educators and researchers.

There are obvious ways of reaching faculty—intracampus or electronic mail, notices in faculty and staff newsletters, announcements at faculty meetings. In addition, faculty at many schools are asked by school administrators to submit brief summaries of their research interests and recent publications. A review of these summaries could help identify faculty who might be especially interested in

prevention and whom, therefore, could be approached directly.

Publicizing the involvement of faculty members in prevention activities is a good way to stimulate the interest of other faculty members. Campus communication channels can be used to highlight the efforts of those involved with prevention efforts at any level. As faculty members learn about the experiences of their colleagues, they may decide that they too can make contributions to prevention efforts on their campus.

Elements of a Faculty Recruitment Campaign

Faculty members are in a powerful position to shape both the lives of their students and the educational environment at their institutions. To capitalize on their unique role at IHEs, it is worth putting the effort into a faculty recruitment campaign, some elements of which include

- conducting a survey such as the Core Faculty and Staff Environmental Alcohol and Other Drug Survey with a mail-back "How to Get Involved," and disseminating the results to all faculty members
- establishing a faculty advisory board for the campus prevention program
- including faculty members on existing AOD prevention committees
- sending media articles to relevant faculty members to generate interest in prevention
- working through the faculty senate to place prevention on its agenda
- asking a well-known faculty member to initiate academic-based prevention in a popular course
- inviting faculty members to participate in campus coalitions
- developing personal contacts and relationships with faculty

Eight Ways for Faculty Members to Get Involved

Faculty Member's Handbook: Strategies for Preventing Alcohol and Other Drug Problems (see Resources) points out that faculty members exercise a tremendous amount of influence on alcohol and other drug issues at their institutions. Involvement can be direct or indirect, as follows:

- Initiate/support the development of a multifaceted prevention program.
- Use serious situations as teachable moments.
- Speak out boldly and foster debate.
- Incorporate AOD issues into courses.
- Develop specific courses/ projects on AOD issues.
- Develop instruction for enhancing interpersonal and intrapersonal skills.
- Monitor personal language and examples.
- Work with others on coalitions to prevent AOD problems.

Benefits for Faculty

The benefits of faculty involvement in prevention are not limited to the impact on students or campuses. Faculty members can, and have, benefited enormously by participating in prevention on a number of levels. It is up to those working on campuses—and in surrounding communities—to show faculty members how to become involved with prevention efforts that can provide them with professional and personal satisfaction, as well as benefit their students, campuses, and communities.

The Network for Dissemination of Curriculum Infusion at Northeastern Illinois University has identified three types of incentives that can be used to motivate faculty members to incorporate prevention into their course work:

1. *Time.* Colleges and universities can grant faculty members release time from one of their courses to devote time to developing a prevention curriculum module for use in specific courses. Release time is frequently underwritten by grants to the IHE.
2. *Money.* Colleges and universities can provide faculty members with professional development grants as a way to support the design of a prevention module for their courses.
3. *Recognition.* Colleges and universities can recognize the contributions of faculty members to prevention in a number of ways: press releases, letters from academic deans that go into faculty members' files, and luncheons honoring their work.

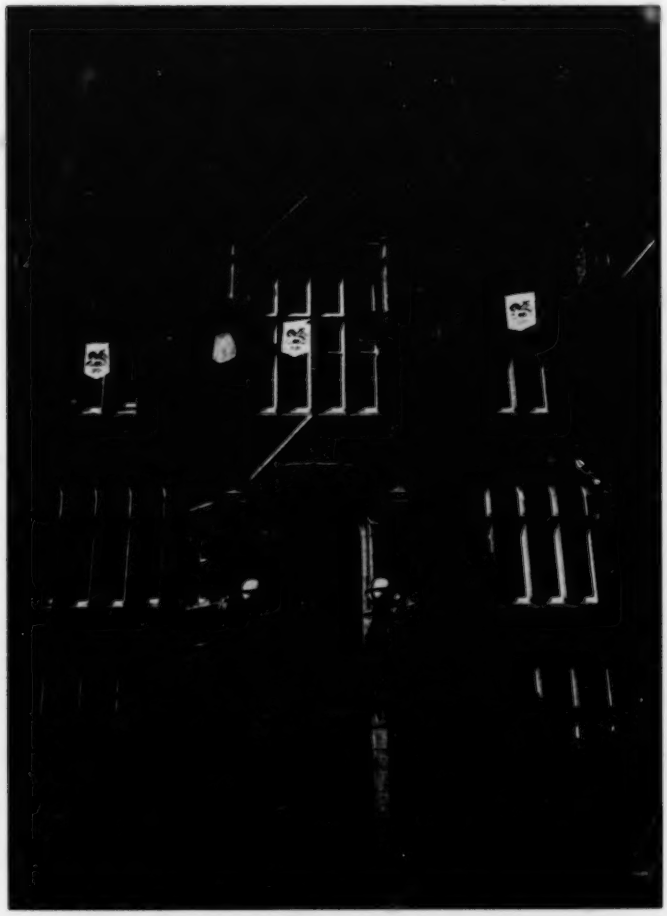
Other incentives for faculty members include opportunities to present on their work in support of prevention at scholarly meetings or to publish articles in academic journals. And faculty members can benefit from working with prevention programs as part of their course work, from development of real-life projects to intern supervision.

Colleges and universities can also benefit from integrating academic and prevention efforts. For example, a campus interested in documenting alcohol and other drug problem indicators as a way of measuring the impact of prevention efforts could call upon its sociology department for help in designing surveys and data collection instruments. Students could engage in data collection and analysis on an ongoing basis in fulfillment of course requirements.

Students benefit by engaging in activities that have real-life implications, and the campus benefits by having an ongoing surveillance system to inform prevention efforts.

Academic Departments That Can Support Prevention

"Alcohol and other drug problems are complex social issues that demand interdisciplinary answers."
—David Craig, chemistry professor at Hobart and William Smith Colleges



Virtually all academic departments can play a role in supporting prevention initiatives on campus. Clearly, some disciplines are a more obvious match with prevention agendas than others. For example, students and faculty in the health sciences, especially public health, are a natural group of allies for prevention. But faculty members in other, less obvious disciplines can also play a role in linking academics with prevention in a variety of ways (see sidebar).

Because alcohol and other drug use, related problems, and prevention measures in our society are influenced by many of the factors studied in the social sciences, courses in fields such as economics, sociology, anthropology, criminology, and political science are also natural venues for linking academics with prevention.

For example, students in an economics course could learn about the relationship of alcohol prices to consumption and societal problems or the cost of alcohol and other drug use to society. Alternatively, students could design and conduct an annual survey of alcohol prices in their area in relation to the price of other goods

Go to Class! Scheduling and Attendance Strategies

Faculty members in any discipline can use class schedules and attendance requirements to signal to students that course work is more important than partying. For example, when former Chico State University President Robin Wilson learned that Thursday night had become a big party night, he asked faculty members to schedule quizzes and exams on Friday morning. Military academies, where scheduling is virtually round the clock, are the most successful users of this strategy. Some faculty members advocate a return to Saturday classes as a way to prevent Friday night excess.[10]

The University of North Carolina at Chapel Hill is trying to discourage alcohol abuse by adding more of those two things that many students spend their college careers avoiding: early-morning classes and Friday tests.[11]

Faculty members at Old Dominion University concerned about freshman who do not attend class regularly came up with an attendance system to monitor who is—and who isn't—coming to their lectures. Each time they come to class, students have to slide their identification cards through a scanner that records their presence. According to John R. Broderick, vice president for institutional advancement, the experimental system is a way to combat absenteeism. "It helps faculty members have a better sense of why a particular student is doing well or not doing well in a class," he says.

and services for students. Sociology students could investigate perceived and actual norms and reveal the discrepancies that exist for students to dispel misperceptions that "all students get drunk frequently here" that seem to permeate many U.S. campuses.[12] Students in a psychology class could consider the research on factors that predispose young adults to drink, for example, and the different patterns of drinking behavior by gender, religious, and ethnic groups.

Other opportunities for linking academics with prevention are in marketing and communications classes. The environments that drive drinking and drug using decisions and behavior on any particular campus are heavily influenced by the media and by communications messages on that campus. These courses can help students understand what kinds of messages contribute to problems and provide ways to use various communications channels to promote prevention. Students at some colleges apply the theoretical knowledge gained in these courses to real-life prevention campaigns on their campuses.

The Network for Dissemination of Curriculum Infusion at Northeastern Illinois University (see Resources) provides technical assistance to campuses on ways to integrate alcohol and other drug prevention topics in a wide range of courses. In the network's experience, the range of courses that can support prevention curricula is very broad, and faculty members are very creative in finding

ways to incorporate prevention into their courses. Faculty members have learned that including prevention issues in their courses does not diminish their scholarly content; it is yet another way for them to help their students achieve their main academic goals.

Gaining Experience in Communication

Students are enrolled in literally hundreds of advertising and public relations undergraduate and graduate degree programs across the nation. To earn a bachelor's or master's degree in these programs, students must be able to design and then execute either an advertising or public relations campaign. In the public relations sequence, students take courses such as Public Relations Campaigns. In advertising, they take courses such as Advertising Campaigns and Advertising Creativity.

According to Jason Berger, an assistant professor in the department of communications at Central Missouri State University, these degree programs offer prevention services personnel the opportunity to involve bright and energetic students in real-life, hands-on campaigns. "For those working at colleges and universities, campaigns can be arranged right on your campus. Others working in programs near universities should find that the faculty is both accessible and cooperative. All you have to do is ask for help," he says.

Students in Berger's seminar Public Relations and Advertising wanted a hands-on project in order to apply what they had learned, so they responded to a request from the director of student health services for a campaign on responsible drinking. Seminar students became a focus group on the relationship between drinking and campus life and brainstormed ideas for their campaign. They came up with "Top Ten Reasons not to Drink Before Finals" that ran as an ad in the campus newspaper, as well as on T-shirts that were distributed to students before finals week.

At the University of California, Santa Barbara, students in Communication 117, a course in persuasion theory, choose a specific theory and target audience for which to design a media project to persuade others not to engage in specific alcohol- or other drug-related behavior. Topics change each quarter and have included drinking and driving, bicycling under the influence, unsafe sexual behavior, and binge drinking. Once they complete the class, students have the option of becoming interns in the campus Alcohol and Other Drug Prevention Program, working with staff to refine, mass produce, and distribute some of the best class projects and assisting with other media-related needs. Students earn course credit for their internship.[13]

A Stand-Down to Promote Drinking Awareness

Faculty members at the University of Nebraska—Lincoln (UNL) Teachers College took a stand against alcohol problems, or as they put it—a stand-down. The term *stand-down* is a military phrase used to describe suspension of regular activities to concentrate on one particular problem. Faculty members agreed to devote about fifteen minutes of class time to discuss alcohol misuse during a week in fall 1996.

The idea for the stand-down came from UNL's Task Force on Conduct Standards and Behavioral Expectations. The Teachers College took part in the stand-down voluntarily. Faculty were provided with a resource manual containing facts, figures, and information on alcohol problems. The discussion format was left to each faculty member's discretion.

Two Course Descriptions

Tune In for Prevention

Using radio commercials to target consumers is a common strategy of the business community, and it seems to work. Can the public health community, including advocates for alcohol and other drug prevention, use radio just as effectively?

Developing Radio Communications, a course offered at the Harvard School of Public Health, gives students the opportunity to try. Students in the course are led through every step of the production process, from background and focus group research to script development, pilot testing, and final studio production. Through developing their own radio commercial, students deal with the challenge of how to communicate the essence of their health message in only thirty seconds.

Each year, several students are successful in persuading radio stations to play their advertisements as public service spots. For example, one student produced a spot that encouraged freshmen at Boston College (BC) to contact a campus-based prevention program to learn more about how to make healthy choices concerning alcohol use. The student-run radio station at BC agreed to air it during unsold commercial time.

This kind of class can be offered at any college or university with a campus radio or television station. And even at campuses without such a station, with a little effort an instructor can find willing collaborators at local stations.

For more information about Developing Radio Communications, contact William DeJong, course instructor and director of the Higher Education Center for Alcohol and Other Drug Prevention (see back cover).

An Interdisciplinary AOD Course at Hobart and William Smith Colleges

Students at Hobart and William Smith Colleges learn about an interdisciplinary AOD course on the Web. In addition to the following course description, the course syllabus, scripts, and other course-related materials are posted on the Web at

Alcohol is the most widely used and abused drug in contemporary American society. While the attractions, pleasures, and possible benefits of alcohol consumption may be debated, there is little argument about the debilitating effects and enormous costs of heavy drinking and alcoholism on the health of individuals, families, and society in general. This course examines the causes and consequences of alcohol use from the viewpoint that alcohol is a very potent drug in terms of both its chemical and social construction.

This course brings together natural science and social science contributions to the interdisciplinary study of this phenomenon by incorporating a variety of academic perspectives, including biology, chemistry, social psychology, epidemiology, and sociology. It explores the effect of family, genetics, peers, ethnicity, and gender on drinking behavior along with the chemical properties and physiological effects of alcohol on the human body. Social patterns of drinking in various societal contexts are also examined.

Discussion of controversial issues concerning alcohol consumption includes concepts of abuse, theories of addiction and effective treatment approaches, blood alcohol limits for driving, minimum drinking age limits, treatment and punishment of DWI offenders, alcohol testing in work and sports contexts, and restrictions on advertising. Educational programs will be developed to share the course outcomes with the larger community.

BD295 can be applied for course credit in sociology and public policy majors and minors and is part of the American Commitments Program of the Association of American Colleges and Universities. As part of their course work students produce informative scripts of what they have learned that are then presented in class, videotaped, and posted on the campus multimedia information network for the community at large.

Curriculum Infusion: Two Case Studies

Shenandoah University

Shenandoah University has an enrollment of 1,400 residential and commuter students. By fall 1996, twenty-six Shenandoah faculty had integrated prevention content into courses across the curriculum.

Prevention content was assigned for courses in nine departments from four divisions of the university, reaching 700 students per academic year. Courses included biology, anatomy and physiology, business and management, psychology, philosophy, occupational therapy, education, and dance.

Prevention content designed for courses at Shenandoah is similar to that at other institutions with curriculum infusion programs. For example, the instructor of anatomy and physiology, a course required of many Shenandoah students, integrates information on the physiological harm of alcohol and other drugs. In other cases the prevention content is highly creative. In the dance course, students write poetry about their experiences and perceptions of the effects of alcohol and other drugs. They choreograph their poetry and perform before fellow students.

The experiences at Shenandoah illustrate why development of effective curriculum infusion programs takes time. A snowball effect was created as faculty learned of curriculum infusion from their colleagues and through the campus marketing efforts of Program Director Judy Landes, who kept faculty informed of faculty successes in integrating prevention content into courses. In fall 1993 only one faculty member was involved. By April 1995, twelve faculty had developed prevention modules.

Shenandoah Vice President for Student Affairs William Berghaus said: "This is the first time in my more than twenty years in higher education that I've seen faculty involved and enthused about this issue." According to Berghaus, Shenandoah did not have a history of collaboration between student affairs and academic affairs. "This is a real breakthrough," he said.

Colorado State University

Colorado State University is a residential campus with a total of 20,000 undergraduate and graduate students. Curriculum infusion at Colorado State has involved 41 faculty teaching 35 sections in 22 courses. Prevention content has been integrated into courses in 19 departments across 5 divisions of the university: agriculture, business, natural sciences, forestry, and liberal arts. More than 2,900 students attend classes that include prevention content each year.

While half the faculty involved in curriculum infusion at Colorado State developed the prevention content for the courses they teach, a distinctive feature of this program is the active involvement of Program Coordinator Maureen Conway in the design and delivery of alcohol and other drug prevention curriculum. In some courses Conway serves as the guest lecturer, delivering prevention content she has designed to fit a specific course. For example, her presentation in a business and management course provides information on losses in productivity attributable to substance abuse and the role managers can play in treatment and prevention. In other cases, she co-teaches course sessions devoted to prevention. She serves as the "client" in graphics arts classes where students design prevention campaign posters in response to her description of alcohol and other drug problems among students.

The experience of Colorado State illustrates the potential impact of prevention personnel who know the faculty and work well with them. A number of faculty said that they became involved in curriculum infusion because of their relationship with the program coordinator, who had been a guest speaker in their courses or to whom they had referred students experiencing alcohol and other drug problems. They also said that prevention information both strengthened the curriculum and helped students. Faculty who carried out curriculum infusion at Colorado State received a $125 gift certificate as an incentive for participation.

"It is important not only to be able to engage in new ideas but to be willing to make a public declaration of one's convictions, and then translate them into actions and deeds."
—Vartan Gregorian, president of the Carnegie Corporation and former president of Brown University

Active Learning Opportunities

Higher education has a growing interest in student service, often referred to as service learning, campus and community service, or volunteerism. Student service can be incorporated into course work as a requirement or for extra credit, or it can be offered as an extracurricular activity for student enrichment or to meet other student needs or interests.

Student service, in whatever form and under whatever name, is not new, of course. For over thirty-five years community service has been a graduation requirement at Warren Wilson College in Asheville, North Carolina. Students must have performed a minimum of 100 hours of service by the time they graduate, resulting in more than 10,000 hours of student-provided service every year according to the school's Service Learning Center. The University of Colorado at Boulder started its Volunteer Clearinghouse in 1965 to match students with service opportunities.

While the scope of student service is as broad as the expanse of academic offerings and students' interests at any given campus, these opportunities can also promote safe and healthy learning environments, a goal shared with alcohol and other drug prevention efforts. The Syracuse University Center for Public and Community Service's mission statement says that students volunteer ". . . to help those in need, use their own time constructively, contribute to the community and the greater good, feel better, fulfill course requirements, embellish and supplement classroom learning, explore career interests, and as an alternative to partying." The statement acknowledges the university's belief that student service can also be a valuable prevention strategy.

Proponents of service learning affirm that it is an effective pedagogical strategy for enhancing the learning experience of students. Efforts are under way to document outcome assessment at Indiana University, the University of Colorado at Boulder, the University of California at Berkeley, and other research centers.

"... community service has become a tool for people to envision and work toward a more just and fair society. It is idealism in action. [Dartmouth] encourages students to act on their idealism."
—Dartmouth Community Services

Community Service and Prevention

Community-based prevention programs often rely heavily on volunteers for their services and activities. Here are some ways service learning students can combine academic interests with community prevention work:

- Journalism students can develop press kits and other press materials in prevention media campaigns.
- Library science students can organize prevention resource centers.
- Urban planning students can assist in drafting guidelines for the placement and operations of alcohol outlets in a community.
- Sociology students can make detailed observations about how public spaces and alcohol and drug problems interact.
- Nursing students can volunteer in community AOD treatment programs.
- Business students can document the economic costs associated with alcohol and other drug problems at a local level.
- Criminology students can help local law enforcement agencies analyze crime statistics.
- Medical students can volunteer in detoxification centers.

Five Elements of Meaningful Service

COOL is committed to quality community service that includes the five critical elements of meaningful service, as follows:

1. Community voice is essential if we are to build bridges, make changes, and solve problems. Any community service organization should make sure that the voice and needs of the community are included in the development of the community service program.

2. Orientation and training are important first steps for any community service experience. Information should be provided for student volunteers about the community, the issue, and the agency or community group.

3. Meaningful action means that the service being done is necessary and valuable to the community itself. Meaningful action makes people feel like what they did made a difference in a measurable way and that their time was utilized well. Without this, people will not want to continue their service, no matter how well we do with the other four elements.

4. Reflection is a crucial component of the community service learning experience. Reflection should happen immediately after the experience to discuss reactions, share stories, and explore feelings. Reflection is also a good time to present additional facts about the issues and thus dispel any stereotypes or an individual's alienation from service. Reflection should place the experience into a broader context.

5. Evaluation measures the impact of the students' learning experience and the effectiveness of the service in the community. Students should evaluate their learning experience and agencies should evaluate the effectiveness of the students' service. Evaluation gives direction for improvement, growth, and change.

Campus Outreach Opportunity League (COOL) is a national, nonprofit organization that helps college students start, strengthen, and expand their community service programs. COOL is committed to student voice and empowerment by linking students to resources, ideas, and to each other. By providing opportunities to speak, participate in state and national trainings and initiatives, and act as staff or board members, COOL serves as a platform for students to become local, state, and national leaders. Among its *5 Elements of Meaningful Service*, COOL advocates that schools measure the impact of the experience for students as well as for the community (see sidebar).

Can service learning be an effective strategy for preventing alcohol and other drug problems at colleges and universities? While that question has not yet been fully examined, a recent report from the National Center for the Advancement of Prevention concludes that so-called alternative activities and programs may successfully serve as prevention measures.[14] Because these activities have been shown to develop enhanced personal and social skills, positive self-concept, and a future-oriented outlook among youth, such programs are worthy of continued research and funding.

Campuses across the country have developed a wide range of programs based on student service, as the following examples indicate:

- Headrest, one of Dartmouth's student service programs, provides a 24-hour crisis hotline to respond to calls on alcohol and other drug problems, suicide, depression, and other requests for information and referrals.
- Students at the University of Rhode Island (URI), through its Center for Service Learning, can volunteer at the Ocean State Center for Law and Citizen Education, a project of the URI Urban Field Center. Through this work, students can provide "youth with the skills and knowledge they need to become advocates in the prevention of crime, drug problems, violence and victimization, and the peaceful resolution of conflict."
- For-credit service learning options at the University of Michigan at Ann Arbor include Sociology 389/Education 317, a course that combines service in the community with academic requirements, including a seminar, course readings, journals, and papers. Students can choose from over fifty sites focusing on education, health care, women's issues, criminal justice, and alcohol and other drugs. Psychology 211, a community-based experiential learning program in which students combine volunteer work in community agencies with a related seminar on campus, is another option.

- The University of Louisville offers students a chance to learn and apply community organization skills through Sustainable Urban Neighborhoods (SUN), an outreach-oriented partnership helping to revitalize the city's West End. Students are placed through the University's Service Learning Program and can help organize crime prevention workshops, update computer-assisted-design (CAD) maps that identify hot spots of drug and prostitution for community groups to combat, and help organize neighborhood clean-up programs and block watch groups.
- The CARES (Community Action Reaching and Educating through Service) Volunteer Center at the University of South Florida recruited student volunteers for First Night Tampa Bay, a safe and sober event ushering in the 1997 new year.
- Spring 1997 courses at Virginia Tech offering a service-learning option range in disciplines from biology to women's studies. Those enrolled in Sociology 2004 (Social Organization and Social Problems) and Urban Affairs and Planning 3014 (Urban Policy and Planning) can conduct neighborhood surveys and engage in grass-roots organizing through Total Action Against Poverty, a Roanoke community agency.
- Campus-community coalitions are another way to engage students in community life. For example, twenty campuses have formed the Philadelphia Higher Education Network for Neighborhood Development (PHENND). Among its objectives is development of model training programs for student service volunteers. The Western New York Consortium is a similar organization of twelve colleges and universities in the Buffalo area.

Using Academics to Generate Student Involvement

"A good college affirms that service to others is a central part of eduction."
—Carnegie Foundation, *The College Undergraduate Experience in America*

There are two tried and true incentives for involving students in prevention efforts: pay and course credit. In general, offering course credit is the preferred route, since both faculty and students will be more highly motivated (and more tightly constrained by academic requirements) to make the work an enriching educational experience.

Prevention work calls upon a broad range of skills that students may need in their future work, including problem assessment, strategic planning, policy and program development, political organizing, media advocacy, data collection and analysis, and report preparation. Students will often seek out opportunities to do this work where they can learn such skills and come into contact with faculty, other academic officials, and community leaders.

Finding student volunteers is another possibility. Many students are truly motivated to help make their campus a better place, not simply for themselves, but for students in years to come. Others recognize that they will be more attractive to future employers and graduate schools if their academic experience is rounded out with community-based volunteer work.

Enlisting volunteers may be easier if the initial focus is not on alcohol and other drug use per se but on its consequences. In the Core Institute data from over 40,000 student surveys administered during the 1995–96 school year from both two- and four-year institutions, respondents were asked whether students on their campus cared about several problems that affect campus climate. While 44 percent said that their fellow students care about AOD use, far greater numbers said that students care about other problems, such as sexual assault (84 percent), nonsexual assault (76 percent), and campus vandalism (61 percent).[13]

These problems are associated with alcohol and other drug use, so student concern about them can be channeled into a broader concern about alcohol and other drugs. Part of the answer is to raise awareness of these problems and to identify steps that individuals can take to avoid dangerous situations. The other part is to engage students in a broader effort to change the campus environment and social norms about AOD use by linking prevention with the academic mission of their college.

"You CAN make a difference. INTERACT, INVOLVE, VOLUNTEER!"
—Office of Student Community Service at Northwestern University

Student Incentives

Student demand for service learning and campus and community service in higher education is growing. National organizations such as Campus Opportunity Outreach League (COOL), Campus Compact, and the National Society for Experiential Education identify a range of reasons why students value service opportunities:

- *Academic Credit.* Students often look for ways to earn academic credit that are relevant to real-life issues. For example, graduate students in one school of social work earned credit for conducting an assessment (and class report) on the alcohol message environment on their campus.
- *Affinity.* Students want a sense of community and so affiliate with various campus organizations to be with kindred spirits who are engaged in meaningful activities.
- *Building Résumés.* In an increasingly competitive job climate, the college graduate who can claim outside-of-class experience and muster testimonial letters from a wide range of campus references is likely to be more attractive to prospective employers.

A Student-Driven Prevention Initiative

The Creating Healthy Opportunities in Campus Environments (CHOICEs) Project at Brock University, St. Catharines, Ontario, Canada, is a prevention project that gives students an opportunity to develop many initiatives in fulfillment of their academic requirements. For example, students majoring in the communications program developed the CHOICEs concept, logo, and marketing strategies. Two health studies students with a career interest in dietetics developed the content for a nutrition and healthy eating initiative. Another health studies student, who was interested in learning about Web page construction, drafted the content for the CHOICEs Virtual Community Centre on the World Wide Web <http://www.brocku.ca/choices/>.

CHOICEs also developed ways to bring health issues into nonhealth-related courses. For example, for a policy course offered in the business school, faculty members examine and evaluate the current alcohol policy, and students provide suggestions for improving policies. Marketing students evaluate the effectiveness of existing alcohol awareness programs. Human geography students examine the relationship between drinking establishment location and drinking behavior.

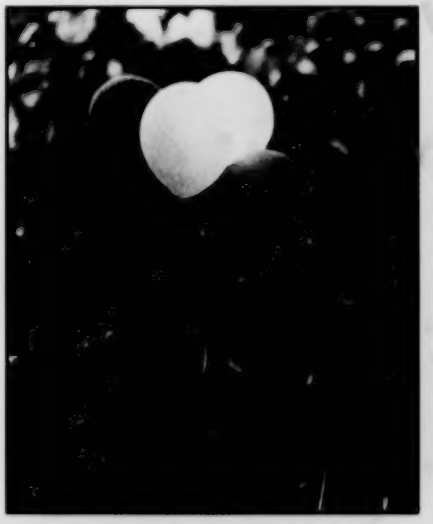
"Faculty want to be involved with student life in ways that are consistent with their role as faculty."
—Gerardo M. Gonzalez, professor of counselor education at the University of Florida

- *Career Exploration.* Through involvement in prevention activities students can explore a range of fields for prospective graduate education or work, such as communications, marketing, political science, public health, theater arts, or any of the other academic disciplines or professional fields that can contribute to the prevention of alcohol and other drug problems.
- *Citizenship.* During the college years students confront issues of social justice and public responsibility and begin to define their own civic values.
- *Leadership Opportunities.* Students involved in prevention learn that they can be leaders and make a difference in campus and community life.
- *Learning by Doing:* Students can augment the cognitive learning of academic life with the experiential learning of being involved in real-life issues of importance.
- *Work Study.* Five percent of federal work study financial assistance must be connected to service learning. For most college students, paying the bills is often a high priority.

Making the Link

Part of the job of those working on prevention issues is to remind faculty that alcohol and other drug prevention work is vital to their success as teachers. Campuses across the country are linking faculty with prevention through a wide range of activities. Faculty can wield institutional influence in a number of ways to enhance campus health and safety, all of which are compatible with their roles as teachers and researchers.

Alcohol and other drug prevention provides numerous opportunities for linking faculty academic interests with student affairs needs. But those links need the encouragement and support of the campus community to reinforce the mission of academic life: research, teaching, and service. .



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[3] *Ninth Special Report to the U.S. Congress on Alcohol and Health* (Rockville, MD: U.S. Department of Health and Human Services, National Institute on Alcohol Abuse and Alcoholism, 1997).

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[10] Eigen, L. D., *Alcohol Practices, Policies, and Potentials of American Colleges and Universities: An OSAP White Paper* (Rockville, MD: Office for Substance Abuse Prevention, U.S. Department of Health and Human Services, 1991).

[11] "To Deter Drinking, U. of North Carolina Mulls 8 A.M. Classes and Friday Exams," *Chronicle of Higher Education* (March 25, 1997).

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[13] "Getting the Message: Don't Drink and Bike," *Prevention File: Alcohol, Tobacco and Other Drugs 11*, no. 2 (Spring 1996).

[14] *A Review of Alternative Activities and Alternative Programs in Youth-Oriented Prevention, CSAP Technical Report* 13, DHHS Publication no. (SMA) 96-3117, 1996.

[15] Presley, Meilman, and Cashin, op. cit.

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Resources

Building Community: Service Learning in the Academic Disciplines, edited by Richard J. Kraft and Marc Swadener (School of Education, University of Colorado at Boulder). Published by Colorado Campus Compact, 1994.

Campus Life: In Search of Community. The Carnegie Foundation for the Advancement of Teaching, May 1990. Based on a yearlong study of campus life undertaken in cooperation with the American Council on Education, this report suggests six fundamental guiding principles for building community on the contemporary campus. It includes a thoughtful analysis of current problems and challenges and highlights two major surveys of presidents and student affairs officers.

Faculty Member's Handbook: Strategies for Preventing Alcohol and Other Drug Problems, 1991. A publication of the federal government designed to involve faculty members on college and university campuses in campus efforts to address alcohol and other drug problems. Available from the National Clearinghouse on Alcohol and Drug Information (NCADI), (800) 729-6686 and via the Internet <http://www.health.org/pubs/catalog/>.

Partners for Prevention: A Guide for Faculty. This educational pamphlet from BACCHUS offers suggestions on how faculty can become a partner in campus prevention efforts. For information contact the BACCHUS and GAMMA Peer Education Network, P.O. Box 100430, Denver, CO 80250-0430; (303) 871-3068; fax: (303) 871-2013.

A Review of Alternative Activities and Alternative Programs in Youth-Oriented Prevention, CSAP Technical Report 13, 1996. Available from NCADI, (800) 729-6686 and via the Internet <http://www.health.org/pubs/catalog/>.

The International Coalition of Addiction Studies Educators (INCASE) is a professional society of educators dedicated to enhancing the quality of educational programming in alcohol, drug, and other addiction studies. Founded in 1990, INCASE is devoted to educational issues relevant to addiction studies, including counselor education, prevention and treatment, research, and social policy. For information, contact Janet Feenstra at (715) 833-6418; fax: (715) 833-6470; e-mail: jfeenstra@mail.chippewa.tec.wi.us.

The Network for Dissemination of Curriculum Infusion (NDCI) has published a monograph on its analysis of successful curriculum infusion programs. A set of video materials introducing the curriculum infusion process and

another set on faculty training for curriculum infusion are available for purchase from NDCI, which also conducts workshops and provides consultation for the development of curriculum infusion programs in higher education. For additional information, contact NDCI at Northeastern Illinois University, 5500 N. St. Louis, Chicago, IL 60625; (773) 794-6697; fax: (773) 794-6242.

The New Jersey Higher Education Consortium on Alcohol and Other Drug Prevention and Education has developed an extensive compendium of statewide curriculum infusion projects. For additional information, contact Linda Jeffrey at Rowan University (609) 256-4500, ext. 4874.

Service Learning Resources on the Web

The following resources provide information on how to develop service learning opportunities for students in a variety of settings, from volunteerism at community colleges to alternative spring break activities in low income communities.

American Association of Community Colleges Service Learning Site: <http://www.aacc.nche.edu/spcproj/service/service.htm>

AmeriCorps is the national service program that allows people of all ages and backgrounds to earn help paying for education in exchange for a year of service: <http://www.cns.gov/americorps.html>

Break Away: The Alternative Break Connection, Break Away Connecting Campuses and Communities, 6026 Station B, Nashville, TN 37235; fax: (615) 343-3255: <http://www.vanderbilt.edu/breakaway/>

Campus Compact National Center for Community Colleges: <http://www.mc.maricopa.edu/academic/compact/>

How to Do It packets and publications. Brevard Community College Center for Service-Learning, 1519 Clearlake Road, Cocoa, FL 32922 (cost recovery fees apply): <http://www.brevard.cc.fl.us/CSL/X.HTD.htm>

Listing of Campus-Based Community Service Programs organized by COOL, the Campus Outreach Opportunity League: <http://www.cool2serve.org/servprogms.html>

National Service-Learning Cooperative Clearinghouse: <http://www.nicsl.coled.umn.edu/otherweb.html>

National Society for Experiential Education (NSEE): <http://www.tripod.com/nsee/>

Service-Learning on the World Wide Web Home Page: <http://csf.colorado.edu/sl/>

***Service-Learning Faculty Handbook*. Virginia Tech University Service-Learning Center:** <http://ccserver.phil.vt.edu/www/SL/fachand.html>

Publications available from ...

The Higher Education Center for Alcohol and Other Drug Prevention

The following is a partial list of publications available from the Center. To receive a complete list, call us at (800) 676-1730 or check our Website at http://www.edc.org/hec/ to download copies of most of our publications or to place an order for print versions.

- Setting and Improving Policies for Reducing Alcohol and Other Drug Problems on Campus: A Guide for Administrators *(114 pp.)*
- Preventing Alcohol-Related Problems on Campus:
  - Acquaintance Rape: A Guide for Program Coordinators *(74 pp.)*
  - Methods for Assessing Student Use of Alcohol and Other Drugs *(48 pp.)*
  - Substance-Free Residence Halls *(62 pp.)*
  - Vandalism *(8 pp.)*
- College Alcohol Risk Assessment Guide: Environmental Approaches to Prevention *(103 pp.)*
- A Social Norms Approach to Preventing Binge Drinking at Colleges and Universities *(32 pp.)*
- Complying with the Drug-Free Schools and Campuses Regulations (34 CFR Part 86): A Guide for University and College Administrators *(36 pp.)*
- Alcohol and Other Drug Prevention: A Bulletin for Fraternity & Sorority Advisers *(16 pp.)*
- Binge Drinking on Campus: Results of a National Study *(8 pp.)*
- Secondary Effects of Binge Drinking on College Campuses *(8 pp.)*
- Designing Alcohol and Other Drug Prevention Programs in Higher Education: Bringing Theory into Practice *(292 pp.)*
- Social Marketing Strategies for Campus Prevention of Alcohol and Other Drug Problems *(32 pp.)*
- Annotated Bibliography: Focus: Environmental Management Strategies *(38 pp.)*
- Last Call for High-Risk Bar Promotions That Target College Students: A Community Action Guide (from the Center for Science in the Public Interest) *(61 pp.)*
- Be Vocal, Be Visible, Be Visionary: Recommendations for College and University Presidents on Alcohol and Other Drug Prevention (A Report from the Presidents Leadership Group) *(58 pp.)*
- Understanding Evaluation: The Way to Better Prevention Programs *(98 pp.)*
- A College Case Study: A Supplement to Understanding Evaluation: The Way to Better Prevention Programs *(24 pp.)*
- "Fixing Broken Barroom Windows" (A *Prevention File* reprint) *(8 pp.)*

Fact Sheets/ Prevention Updates

- Alcohol and Other Drug Use and Sexual Assault
- College Academic Performance and Alcohol and Other Drug Use
- Alcohol and Other Drug Use Among College Athletes
- Alcohol, Other Drugs, and Interpersonal Violence
- Alcohol Use Among Fraternity and Sorority Members
- Racial and Ethnic Differences in Alcohol and Other Drug Use
- Getting Started on Campus: Tips for New AOD Coordinators
- Responsible Hospitality Service
- Social Marketing for Prevention
- Campus-Community Coalitions in AOD Prevention

The Higher Education Center
For Alcohol And Other Drug Prevention

Our Mission

The mission of the Higher Education Center for Alcohol and Other Drug Prevention is to assist institutions of higher education in developing alcohol and other drug (AOD) prevention programs that will foster students' academic and social development and promote campus and community safety.

How We Can Help

The Center offers an integrated array of services to help people at colleges and universities adopt effective AOD prevention strategies:

- Training and professional development activities
- Resources, referrals, and consultations
- Publication and dissemination of prevention materials
- Support for the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse
- Assessment, evaluation, and analysis activities

Read Our Newsletter

Keep up to date with the *Catalyst*. Learn about important developments in AOD prevention in higher education. To receive free copies, ask to be put on our mailing list.

Get in Touch

Additional information can be obtained by contacting:

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Education Development Center, Inc.
55 Chapel Street
Newton, MA 02158-1060

Website: http://www.edc.org/hec/
Phone: 800-676-1730; Fax: 617-928-1537
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